

grades
9-12

2010 CENSUS IN SCHOOLS
It's about us
|||| |

TEACHING **guide** SAMPLER

Involve students in the 2010 Census today!

It's the one civic event that involves everyone, especially children, who are historically undercounted.

Most students experience only one decennial census during their school years. These social studies lessons teach about the role of the census in our democracy and offer opportunities for service learning.

INSIDE

Free 9-12 Lesson Plans

Lessons for U.S. History, Civics, and Government courses

Reproducible Student Worksheets

Printable activities and skill pages

Great Resources

Teaching tools including **Why Teach the Census?** pages and Scope and Sequence

Visit www.census.gov/schools for more Census in Schools materials.

SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc. All rights reserved. ISBN 0-545-14243-1

Inside Cover

Teaching Guide Sampler

Make sure students count!

The Census in Schools program: It's About Us

The U.S. Census Bureau has created a Census in Schools program called **2010 Census: It's About Us**. The program provides educators with resources to teach the nation's students about the role the census plays in self-government and its importance to people and communities across the nation. The program engages America's youth to help ensure that every child and every household member is counted in 2010.

This booklet includes lessons created for the **It's About Us** program to help social studies educators teach about census essentials, and to help them organize high school students who choose to make census participation the goal of their community service projects.

Visit www.census.gov/schools for more information about how census lessons fit into the high school social studies curriculum.

What online materials does Census in Schools offer educators and students?

- Age-specific materials for students in kindergarten through 12th grade. Materials include: maps displaying population counts and other demographic information; complete lesson plans grouped by grade; and alignment to national curriculum standards.

- Printable maps and Quick-Start teaching guides.
- Online data resources to help teach students about their community, state, and nation.
- Opportunities to discuss and practice civic responsibility.

How can you use this sampler and the rest of the Census in Schools program?

Administrators and Educators

- Integrate the standards-aligned lesson plans into your courses.
- Teach students about the history and importance of the nation's census and underscore how a complete count benefits their communities.
- Help students understand that the census is about them, their families, and their neighbors and not just about people in other places.
- Ask Parent Teacher Associations and Parent Teacher Organizations to get involved in raising awareness about the 2010 Census.
- Spread the news about the 2010 Census through school Web sites, newsletters, and parent-teacher conferences.
- Promote full census participation as part of your school's service learning program.


(continued)

Table of Contents

(continued)

Educational Organizations

- Become an official Census Bureau partner for the 2010 Census.
- Send notices about the Census in Schools program to your members.
- Publish articles about the program in newsletters and on your organization's Web site.
- Encourage school administrators to endorse the Census in Schools program nationwide.

 **Download the full Census in Schools program today** Don't miss out on all that Census in Schools has to offer! Go to **www.census.gov/schools** to download the free program tailored to grade-level core standards.

PAGE

- 1 It's About Us introduction**
- 3 Scope and Sequence**
- 4 Why Teach the Census?**
- 6 Lesson 1: A Nation Counts**
- 8 Lesson 2: Census and Apportionment**
- 10 Lesson 3: Census and Redistricting**
- 12 Lesson 4: A Slice of the Census**
- 14 Lesson 5: Getting Active in the Census**
- 16 Glossary and Additional Resources**



Scope and Sequence

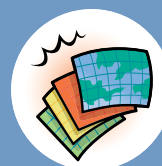
GRADES 9–12



HISTORY



CIVICS



GEOGRAPHY

STRAND: ABOUT THE CENSUS

Lesson 1: A Nation Counts

Curriculum Connections History, Civics

Skills & Objectives Understand the census and its historical role; recognize the importance of apportionment; use a time line with respect to census development

STRAND: MANAGING DATA

Lesson 2: Census and Apportionment

Curriculum Connections History, Civics, Geography

Skills & Objectives Describe the role that census data play in upholding the principle of “one person, one vote”

STRAND: ABOUT THE CENSUS

Lesson 3: Census and Redistricting

Curriculum Connections History, Civics

Skills & Objectives Learn about the use of redistricting data; explore congressional districts

STRAND: ABOUT THE CENSUS

Lesson 4: A Slice of the Census

Curriculum Connections History, Civics, Geography


Skills & Objectives Explain the importance of census questions; describe how the concept of privacy has changed since the first census; explain the measures taken to protect the confidentiality of personal information on the census

STRAND: COMMUNITY PARTICIPATION

Lesson 5: Getting Active in the Census

Curriculum Connections History, Civics, Geography

Skills & Objectives Identify ways of participating in the census; recognize the need for civic action

 Visit www.census.gov/schools for all of the FREE Census in Schools lessons and the complete Scope and Sequence!

United States[®]
Census
2010

Why Teach the Census?

In March 2010, a census form will be delivered to your students' homes. You can imagine how some of them might respond. "So what?" they might ask. "Why should I care about the census?" The lessons that comprise the Census in Schools program help answer these questions. By learning about the census—its development, its uses, and its logistics—students will discover how important participating in the census really is, and that doing so will affect them now and for many years to come.

The Importance of the Census

We live in a representative democracy. If everyone is going to be represented and have a voice in government, we need to know how many people that "everyone" includes. The country's founders understood this, so they put it right into the Constitution! Article 1, Section 2 requires the government to count the number of people in the country every 10 years.

The data collected from this count will determine the number of representatives each state has in Congress, which affects the number of electors in presidential elections. And census data are used within each state to define congressional districts, which can impact congressional elections. These uses of census data are at the foundation of our democracy.

The image shows a sample of the 2010 Census form. It includes sections for personal information, household details, and demographic data. Key sections visible include:

- Start here:** Instructions for filling out the form.
- 1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?** A box for the number of people.
- 2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?** A box for the number of additional people.
- 3. Is this house, apartment, or mobile home —** A box for the type of housing.
- 4. What is your telephone number?** A box for the telephone number.
- 5. Please provide information for each person living here.** A section for individual information.
- 6. What is Person 1's sex?** A box for sex.
- 7. What is Person 1's age and when is Person 1's date of birth?** A box for age and date of birth.
- 8. Is Person 1 of Hispanic, Latino, or Spanish origin?** A box for origin.
- 9. What is Person 1's race?** A box for race.
- 10. Does Person 1 sometimes live or stay somewhere else?** A box for residence.

Why Teach the Census?

More to the Census Than Meets the Eye

National, state, and local governments provide the foundation of our infrastructure, from building roads to supporting essential services.

But how do different levels of government decide how funds should be used? One of the most important tools is census data. The 2010 Census will help determine how more than \$400 billion of federal money is allocated each year. This can have a direct effect on your students' lives. They may even benefit from construction of a new school!

Strength in Numbers

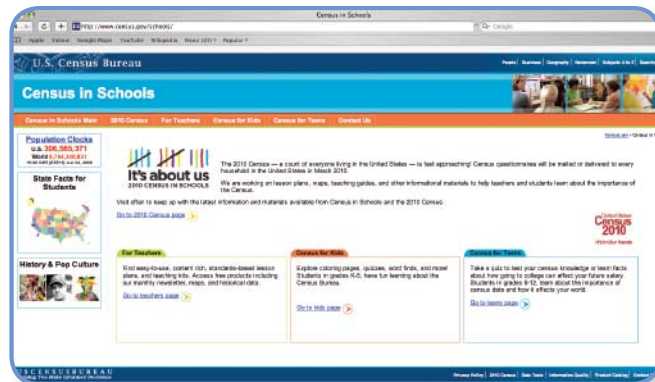
There is yet another crucial use for census data: to help ensure that Americans receive the fair treatment that civil rights laws guarantee us. The census provides demographic data that the government uses to ensure compliance with laws such as the Fair Housing Act, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

The effects of these laws are profound. For example, how are housing opportunities affected by the race of occupants? Census data provide this and other information that plays a central role in ensuring equal rights for all Americans.

Census in Your Classroom

Look at the textbooks you've used over the years in your classroom. Have you ever noticed how many of the tables on those pages rely on census demographic data? In fact, a lot of the information and figures that you teach every day come from the census. Think of census data as a compendium of information that helps everyone from government officials and business leaders to teachers and students.

Bringing this data into your classroom will help supplement material that you're already teaching and reinforce important social studies skills. The lesson overviews that follow provide step-by-step teaching instructions. Along with the interactive worksheets, these lessons will help your students understand how important it is to learn about the census.



Visit www.census.gov/schools to access additional classroom resources.

A Nation Counts

Strand: About the Census



Skills and Objectives

- Understand the origins of the census and its role in U.S. history
- Recognize the political importance of apportionment based purely on population
- Use a time line to place significant events surrounding the census in the context of U.S. history

Materials: *A Nation Counts* Student Worksheet 1, copy of the U.S. Constitution

Time Required: One 40-minute class period

Getting Started

1. Remind students that the origins of the U.S. Census date back to the Constitution. Read aloud Article 1, Section 2 of the Constitution, which calls for a full count of the population in order to allocate seats in the House of Representatives. This full count of the population is called the **census**. Explain to students that this process of allocating the number of seats that each state has in the House of Representatives is called **apportionment**. Point out that the decision to base apportionment on population and not on wealth or land holdings was a boldly democratic move. The use of a census to determine representation, rather than simply counting the number of people to be taxed or to serve in the military, was also novel.
2. Explain that the census has evolved over time. The first census had only a few categories of data, including population of men, women, and enslaved and free people. Every 10 years, Congress passed new **legislation** that funded and planned the next census. Over time, the census grew in scope, size, and complexity.
3. Tell students that the census has recorded many profound changes in American history. For example, the census data of 1920 indicated that the country was more urban than rural. Those who valued traditional rural ways of life were concerned that cities would lure young people from farms. Inform students that in later lessons they will be discussing other changes revealed by census data.
4. Share with students that the census has undergone many changes since its inception more than 200 years ago. For example, the 1870 Census used a tabulating machine created by a census official to better handle the growing stacks of data. For the 1880 Census, a Geography Division was opened to make mapping more accurate. And in 1902 the Census Bureau became a permanent federal agency under the Department of the Interior. Today census data are not only used to allocate congressional seats but also to make decisions

about providing community services, and to distribute \$400 billion in federal funds to local, state, and tribal governments each year.

Using Student Worksheet 1

5. Distribute copies of *A Nation Counts* Student Worksheet 1. Explain to students that they will be creating a time line of events in the history of the U.S. Census.
6. Instruct students to conduct research on the history of the U.S. Census using library or Internet resources such as www.census.gov/history. For additional online resources, refer to the last page of this guide.
7. Tell students to also include historical factors that affected the census (such as the Civil War, westward movement, and immigration) on their time line, along with major statistical milestones, such as when the United States reached 10 million and 100 million in population.

Answers to Student Worksheet 1

1. Answers will vary, but may include: Basic tabulating machines were made in the late 1800s. Simple electronic calculators were made in the early 1900s. Computers played a major role in the second half of the 1900s. These advancements made it easier for people to be counted, and helped lead to more accurate data tabulation.
2. Answers will vary, but may include: Westward expansion would make it more difficult to count the population because the population would be more spread out across the country; new states and changes in population would lead to additional seats in the House of Representatives.
3. Answers will vary, but may include: Some people might have seen the country's growth in population and economy as a sign of a strengthening United States; conversely, people might have been wary of big changes such as immigration, urbanization, and industrialization, as this would have potentially meant a draw on resources and fewer available jobs.

A Nation Counts

The U.S. Census has changed a lot in 200 years.

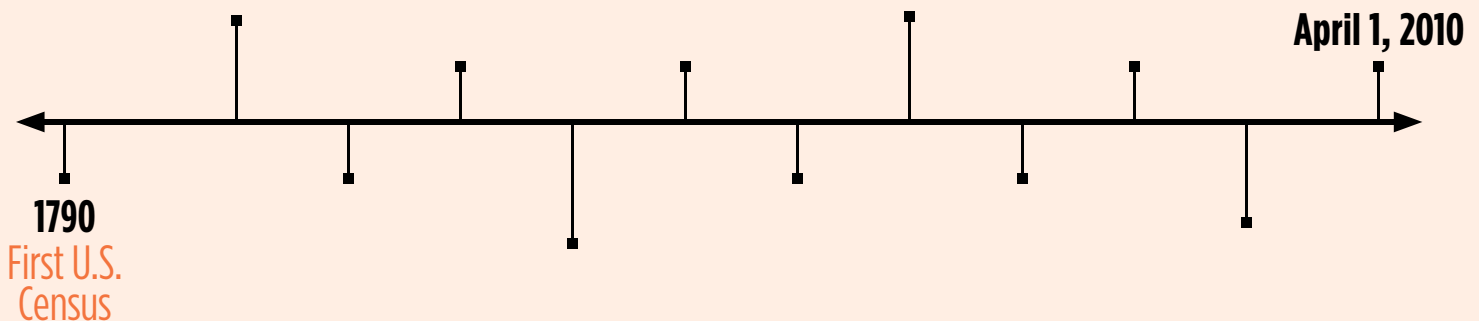
As our nation grew, the census grew with it. As data collection methods became more advanced, the census became more complex. Today the census is a massive statistical resource that measures and tracks an ever-changing nation. Complete the following activity to learn more about how the census has changed.

Conduct research online or at your school library to collect information in the following categories:

- Changes in the census
- Historical factors that affected the census
- Major statistical milestones



Fill in the time line below with 10 census-related events or milestones.



Use what you learned in the class discussion as well as your own research to answer the following questions about the history of the U.S. Census. Write your answers on the back of this page.

- 1) What technological advancements have influenced the census? How?
- 2) How might the westward expansion of the United States have affected the census?
- 3) How might people have felt about the results of the census in the late 1800s? Why might they have felt this way?

Census and Apportionment

Strand: Managing Data



Skills and Objectives

- Understand and describe the role census data play in apportionment decisions
- Discover how census data are used to uphold the principle of “one person, one vote”
- Analyze the connection between apportionment and the Electoral College

Materials: *Census and Apportionment* Student Worksheet 2, copy of the U.S. Constitution

Time Required: One 40-minute class period

Getting Started

1. Remind students that the census provides a count of people for the purpose of **apportionment**. Read aloud the following facts about apportionment:
 - The Constitution provides that each state will have a minimum of one member in the House of Representatives.
 - Between 1790 and 1910, the number of seats in the House was increased to accommodate a growing population.
 - The size of the House was capped by Congress at 435 seats following the 1910 Census; it can only be increased by an Act of Congress.
2. Tell students that one of the main reasons for conducting the decennial census and keeping track of population changes is to accurately apportion the membership of the House of Representatives among the 50 states.
3. Explain that, following a census, seats in the House of Representatives are automatically reapportioned according to the census data. In the past, Congress had to pass a bill for apportionment to take place. However, in 1929, 1940, and 1941, a series of acts were passed to allow for automatic apportionment so that census data would be used to realign the number of seats allocated to each state. If a state has gained population, it may receive additional seats. If a state has lost population, it may lose seats.
4. Guide students to think about apportionment as being a tool for political equality. The principle of “one person, one vote” is a fundamental part of our democracy, and the apportionment process helps ensure that this principle is met. The biggest challenge with apportionment is ensuring that the 435 seats are divided fairly.
5. Ask students to predict what they think might happen if their state were to gain or lose a seat in the House of Representatives. (Possible answers: The state would have more or less representation in Congress; the state would have to redraw its congressional districts.) Explain

to students that while a state losing a seat may seem “unfair,” it is intended to accurately reflect population shifts throughout the whole country and ensure that proportional representation is maintained. Nevertheless, no state wants to lose seats, which is why local leaders urge residents to participate in the census.

Using Student Worksheet 2

6. Distribute copies of *Census and Apportionment* Student Worksheet 2. Review the map as a class. Point out to students that, in several states, the number of seats changed between 1990 and 2000. Guide students to recognize the shift in population from the north to the south. Point out that northern states such as New York lost up to two seats, while southern states such as Texas gained up to two seats. Ask students to theorize how this might have affected the House of Representatives.
7. Instruct students to use the 1990/2000 apportionment map, as well as outside research, to project how the 2010 Census might affect the apportionment of House seats. Have students fill in the blank map with their projections.

Wrap-up

8. Explain to students that apportionment also affects presidential elections. In the Electoral College, each state has as many electors as it has representatives and senators in Congress. Add three votes for Washington, DC, and you reach the total number of presidential electors: 538.
9. Ask students to think about how apportionment of House seats affects the Electoral College. To help explain the impact, ask students to look closely at their projection maps. Ask how the change in electors might influence how presidential candidates run their campaigns. (Possible answers: Candidates might spend more time in a particular section of the country that has had an increase in population; campaigns might put more money into advertising in states that have an increased number of electoral votes.)

Name: _____

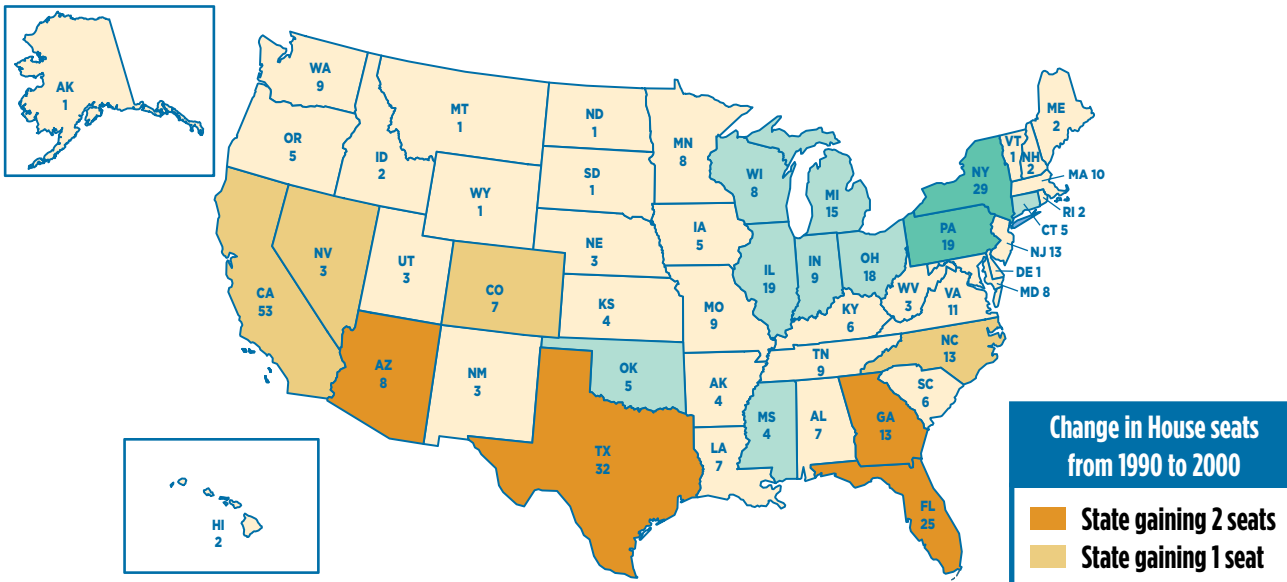
GRADES 9–12

STUDENT Worksheet

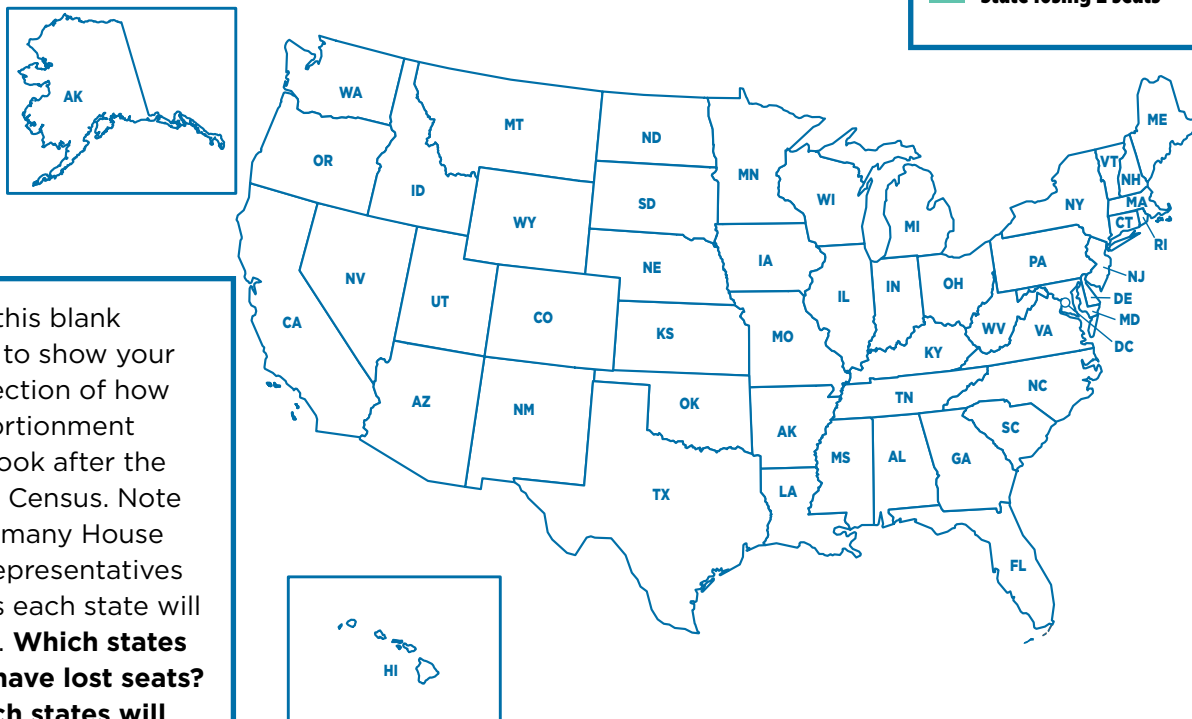
2

Census and Apportionment

The map below identifies House of Representatives apportionment based on data from the 1990 Census and Census 2000. What conclusions can you draw about the shift in population based on the reapportionment?



Projected Apportionment After the 2010 Census



Source: www.census.gov

United States[®]
Census
2010

Census and Redistricting

Strand: About the Census



Skills and Objectives

- Learn about the methods and politics of redistricting
- Explore their local congressional districts
- Debate the merits of different redistricting methods

Materials: *Census and Redistricting* Student Worksheet 3

Time Required: Two 40-minute class periods

Getting Started

1. Remind students that in a previous lesson they learned about apportionment. If needed, review the definition of the word in the glossary on the last page of this document. Explain that they will now learn about **redistricting**, which is the process by which state legislators or officials draw the lines for congressional districts within a state.
2. Explain that redistricting became especially important after 1910, when Congress capped the size of the House of Representatives at 435. This meant that it couldn't simply give a state with increased population a new House seat. After 1910, if a state gained a seat, another state had to lose a seat to make up for it.
3. Tell students that, in the late 1920s, Congress repealed a rule that required districts to be compact and roughly equally sized within states. With this new flexibility in how to draw districts, the art of redistricting became a major concern in state legislatures. The shift of population to big cities, western states, and immigrant communities led many to demand that congressional districts be redrawn to account for the new population trends. Ask students what they think might have occurred as a result of the redrawing.
4. Point out to students that a common outcome of redistricting is that some districts are oddly shaped. This occurs when state officials redraw districts in order to include particular populations in those districts.
5. To demonstrate redistricting for your students, ask them to divide into four even groups. Assign two groups to be rural voters and two to be urban voters. Ask students to sit down near their group members. Create three "districts" from the groups in the classroom. The first district should be all of one rural group and one-third of one urban group. The second district should be another third of the urban group and all of the other rural group. The last district should be all of the second urban group and the remaining third of the first urban group. Ask

students to analyze how these three districts might vote in a congressional election. Explain that the first two districts would elect someone who supports rural politics since they have the majority. The third district would elect an urban politician. Next ask students how they could redraw the districts to make them more in favor of the urban voters. (Possible answer: Divide one of the rural groups into thirds and distribute them evenly among the other groups.) Explain to students that this is a simplified way to show how redistricting can change the political landscape.

Using Student Worksheet 3

6. Distribute copies of *Census and Redistricting* Student Worksheet 3. Explain to students that, in this activity, they will be exploring redistricting at their own local level.
7. Instruct students to conduct research to find information about their own congressional district. Guide them in writing a short essay or news article about their district and how it might be redrawn.

Wrap-up

8. In preparation for the next class, divide students into four even groups. Inform students that they will hold a debate about how congressional districts should be drawn. Refer each group to the Debate Statement and Debate Tips that appear in Part II of *Census and Redistricting* Student Worksheet 3.
9. Assign groups to the "Yes" or "No" position. Explain that during the debate each side will be allowed to speak twice for up to three minutes each time: once to present its argument and once for rebuttal of the other side's argument. The side in favor of the debate statement will present first and will receive an extra one-minute counter-rebuttal at the end. Note: There will be two sets of debates.
10. In class, or for homework, have members of each group conduct research, take notes, and collect their thoughts about their side of the debate. Once they have completed their research, hold the two debates in class.

Census and Redistricting

PART I

You've learned that the boundaries of your congressional district are drawn by state officials. Congressional districts are often changing—their boundaries are redrawn periodically in order to adapt to changes in population. To best understand the process of redistricting, it is helpful to take a look at a single district and get to know its character. Follow these steps to learn more about the practice of redistricting:

- **Conduct research** to learn about your congressional district. If you don't know where to start, go to the House of Representatives Web site (www.house.gov) to find your district.
- **Write a one-page essay** discussing your district and the area that it covers. Summarize the economic and social characteristics of the people who live in your district.



PART II

There are many points of view when it comes to redistricting and strong arguments to be made on all sides of the issue. Gather in groups to hold a debate about redistricting. Use the Debate Statement and Debate Tips below to help your team prepare.

Debate Statement:

Congressional districts should be based on geographic location, not population counts.

- **Do the research:** It is much easier to debate a topic that your whole group is knowledgeable about, so get the facts before you start!
- **Use examples:** Using specific examples to support your position will strengthen your argument.
- **Get organized:** Have all of your research and examples ready and at your fingertips.
- **Be prepared:** Anticipate what the other group might say, and be ready with valid and organized information to refute their arguments.

DEBATE TIPS

A Slice of the Census

Strand: About the Census



HISTORY

Skills and Objectives

- Explain the importance of each census question
- Describe how the concept of privacy has changed since the first census
- Explain the measures taken to protect the confidentiality of personal information on the census

Materials: *Census Forms and Confidentiality* Student Worksheet 4, 2010 Census form copy

Time Required: One 40-minute class period

Getting Started

1. Download the informational copy of the 2010 Census form by going to **www.2010census.gov** and clicking on **Materials**. Distribute a copy of the form to each student. Remind students that the Census Bureau does more than just distribute census forms. In this lesson students will learn specifically about the decennial census form that Americans will fill out in 2010.
2. Point out to students that there are very few questions on the 2010 Census form. Tell them that in the past some households received a “long form” version of the census, which contained more than 50 questions. Other households received a shorter version. The 2010 Census marks the first time in many years that the census has been this short for everyone! Ask students why they think the form may be shorter this time. (Possible answers: The Census Bureau wants to make it easier for people to complete the form; information that used to be collected using the long form can now be gathered in other ways.)
3. Explain to students that most of the questions that were included on past census forms are now part of the **American Community Survey (ACS)**. Unlike the census, which is conducted once every 10 years, the ACS goes out to a much smaller population, but is conducted more often. Tell students that although the 2010 Census questionnaire is short, they can still learn a lot from the information that it gathers.
4. Explain to students the logistics of how the census is taken: In March 2010, every household in the country will receive a census form to fill out and send back to the Census Bureau. Explain to students that the form is to be filled out with information that is accurate as of April 1, 2010, even if the form is completed before or after that specific date. This way, the Census Bureau can be sure that all gathered data are based on the same date. Ask students to think about what might happen if someone doesn't complete the form with information based on April 1. Finally, explain that after mid-April, if people don't return their completed forms, the Census

Bureau will send census workers door-to-door to conduct in-person interviews.

5. Read through each question as a class. As you do, ask students to draw on what they have learned in previous lessons about why each question is asked and what the resulting data are used for. For more information, direct students to read about the questions at the Census Bureau Web site: **www.census.gov/Press-Release/www/2007/subjects_notebook.pdf**.
6. Remind students that collecting data is only half of the Census Bureau's job. The other half of the job is handling the data once they are collected. Besides sorting and publishing the summarized data, the Census Bureau goes to great lengths to protect the confidentiality of the data. Title 13 of the U.S. Code regulates the census and includes legal measures to ensure this confidentiality.
7. The Census Bureau protects confidentiality by removing personally identifiable information, such as names and addresses, from data files. The Bureau also has many security measures in place so that only a restricted number of authorized people have access to private information, which is only used for internal purposes. Violating the confidentiality of census data is a federal crime.

Using Student Worksheet 4

8. Distribute *Census Forms and Confidentiality* Student Worksheet 4 to students. Read the top section of the worksheet together. Explain that students are going to explore an important issue surrounding census data: confidentiality. Assign the “Interpretation” questions as homework.

Wrap-up

9. Lead a discussion about how the concept of privacy has changed since the first census, including possible contributing factors, such as new technology, new uses for information, and new notions of personal identity. Discuss how these changes might affect a modern-day person's response to receiving a census form. Conclude with Title 13's guarantee of privacy and the importance of every household's participation in the census.

Census Forms and Confidentiality

Back then...

- 1790-era legislation required completed census questionnaires to be posted in a public place for fact-checking (this lasted 50 years).
- After business owners—who worried about keeping their manufacturing information secret—raised concerns, results were no longer posted in public beginning with the 1850 Census.

The census becomes more confidential...

- After 1890, copies of census data and information were no longer sent to local or county offices.
- In 1902 the Census Bureau became a permanent federal agency under the Department of the Interior.
- Key legislation protecting confidentiality in the census was passed in 1954.



Today... The Census Bureau has one of the strongest confidentiality guarantees in the federal government. All Census Bureau employees take an Oath of Non-Disclosure and are sworn for life to protect confidentiality. That means that no information can be shared by a Census Bureau employee under any circumstances. Not even the FBI has a legal right to access census information. The penalty for unlawful disclosure of information is up to five years in prison and/or a \$250,000 fine!

Interpretation

Read the prompts below. Then express your opinion by writing a two-paragraph essay to answer each question.

- Some personal details seem more private than others. Look at the items that appear on the census form, and rank them according to how much you would like to keep them confidential. Then answer the question: Why is the confidentiality of census data important to most people?
- Business data have been collected since the early 1800s and can have many uses. Why might someone want business data to be public? Why might a business owner want confidentiality?
- The concept of privacy is facing some changes today, due in part to the Internet, reality TV, and social networking Web sites. Do you think the basic American idea of privacy will change much over the next 10 years? Do you think your idea of privacy is different from the previous generation's?

Getting Active in the Census

Strand: Community Participation



Skills and Objectives

- Identify ways to participate in the 2010 Census
- Make an action plan to participate in the 2010 Census
- Understand the need for citizen action and the risk of undercounts
- Participate in the 2010 Census and evaluate the experience
- Identify the skills and abilities used in these activities

Materials: *Getting Active in the Census* Student Worksheet 5

Time Required: One 40-minute class period

Getting Started

1. This lesson builds on what students have learned in previous lessons about why the census is important, how it is administered, and the different roles people play in making the census a reality. With this knowledge in hand, students can start to think about what they can do to ensure the success of the 2010 Census.

2. Review with the class what they have learned so far by posing these questions during an in-class discussion:

What makes the census important?

Why is it important for people to complete and return their census forms?

In what ways do individuals and groups contribute to making the census a success?

3. Following the class discussion, explain to students that, in recent years, a major challenge for the census has been the issue of **undercounts**. Define undercount as the difference between the number of people counted during the census and the number of people that the Census Bureau determines, in a post-census analysis, should have been counted. Undercounts can affect the distribution of federal funds and result in political misrepresentation. Visit www.census.gov/dmd/www/techdoc1.html for more information about undercounts.
4. Tell students that the easiest way they can participate in the 2010 Census is to encourage their families to complete their census form. Then ask students what else they can imagine themselves doing to participate in the 2010 Census. As they state ideas, write them down on paper or on the board. Possible answers include: applying for a part-time job as a census worker (for those students who are old enough); getting the word out in the community so people complete their census forms and send them back;

encouraging local businesses and other organizations to partner with the Census Bureau; joining the efforts of a partner group already in the community; getting the local government to donate space for training census workers; writing letters to the editors of local newspapers urging people to complete their census forms; holding an event to publicize the census and getting the local media to cover the event; getting the local cable company to donate time for public service announcements that students make.

5. Direct students to the Census Bureau Web site to get more ideas and find promotional materials that might be useful for their projects. Share the following links with students:

For participation ideas: http://2010.census.gov/2010census/more_information/007657.html

For promotional materials, go to: <http://2010.census.gov/2010census/> then click on **Materials**.

Using Student Worksheet 5

6. Distribute *Getting Active in the Census* Student Worksheet 5. Explain to students that the worksheet will guide them through the process of becoming participants in the 2010 Census.

Wrap-up

7. Encourage student participation throughout the school year. Have your class follow the results of their fellow students' projects. For example, if some students make a public service announcement (PSA), track when the PSA is shown on cable channels or is posted on the school or town's Web site.

Getting Active in the Census

➔ **Think about the ways that you can participate in the census.** Then work with your group to answer the following questions and set up an action plan:

- 1) What activity are you going to pursue?

- 2) What goal do you hope to achieve through this activity?

- 3) What steps will you need to take to make your participation a reality?

Plan out your activity/project.

For example, if you're going to make a public service announcement (PSA), you'll need to come up with an idea and the points you want your PSA to make.

Use the chart below to guide your activities. Write down each task and when it needs to be completed. Check off each item as you finish it. You might have to revise the chart as you work on the project. That's okay. Things rarely go exactly as planned!



Record It! After you complete your project or begin your community participation activity, reflect on the experience by recording your thoughts and feelings. You can write a journal entry or post your thoughts online describing how you participated in the 2010 Census, why you participated, and what you learned.

Task	Due Date	Done

TEACHER RESOURCE

Glossary

American Community Survey (ACS): Most of the questions that were included in past decennial census forms are now part of the ACS. Unlike the decennial census, which is conducted once every 10 years, the ACS goes to a much smaller population, but is conducted more often.

Apportionment: The legislative process of allocating House of Representatives seats to different states.

Census: A full count of the population—mandated by Article 1, Section 2 of the Constitution—in order to allocate seats in the House of Representatives.

Legislation: The act or process of making a law or laws.

Redistricting: The process by which state legislators or other officials redraw the lines for congressional districts within a state.

Undercounts: The difference between the number of people counted during the census and the number of people that the Census Bureau determines in a post-census analysis.

ADDITIONAL RESOURCES

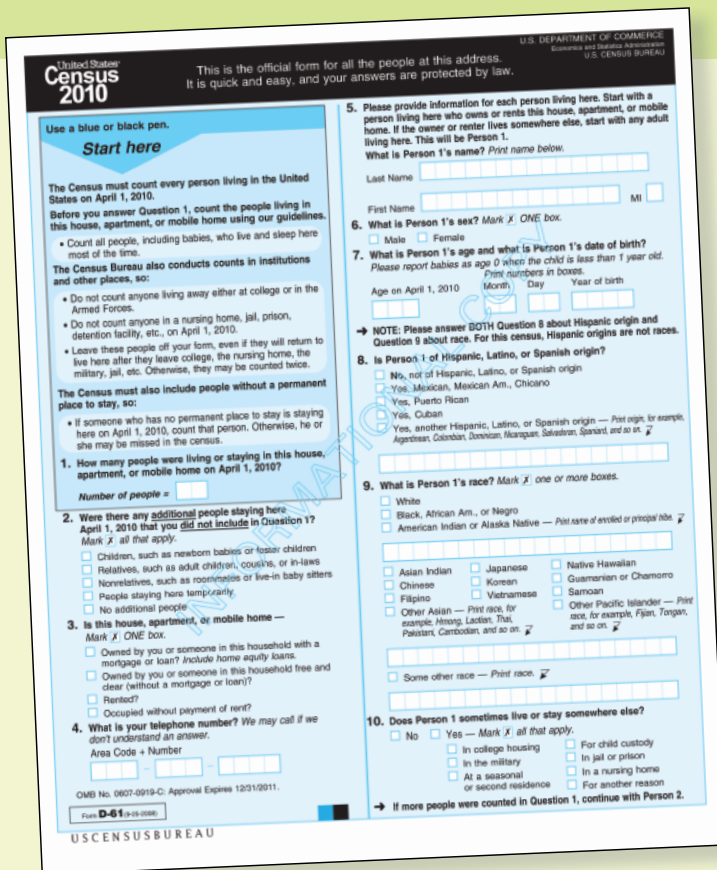
Want to learn more about what the Census Bureau has to offer? Explore and bookmark these sites!

Census Web sites:

- **2010 Census** Web site: www.2010census.gov
- **U.S. Census Bureau** Web site: www.census.gov
- **Census in Schools** Web site: www.census.gov/schools
- **American FactFinder** Web site: <http://factfinder.census.gov>

Inside Back Cover

Bring the message of the 2010 Census to your community!



2010 Census
Form D-51
 U.S. DEPARTMENT OF COMMERCE
 Economic and Statistics Administration
 U.S. CENSUS BUREAU

This is the official form for all the people at this address.
 It is quick and easy, and your answers are protected by law.

Use a blue or black pen.
Start here

The Census must count every person living in the United States on April 1, 2010.
 Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- The Census Bureau also conducts counts in institutions and other places, so:
 - Do not count anyone living away either at college or in the Armed Forces.
 - Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
 - Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

Number of people =

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?
 Mark ☐ Yes ☐ No

☐ Children, such as newborn babies or foster children
☐ Relatives, such as adult children, cousins, or in-laws
☐ Nonrelatives, such as roommates or live-in baby sitters
☐ People staying here temporarily
☐ No additional people

3. Is this house, apartment, or mobile home —
 Mark ☐ Yes ☐ No

☐ Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
☐ Rented?
☐ Occupied without payment of rent?

4. What is your telephone number? We may call if we don't understand an answer.
 Area Code + Number

OMB No. 0607-0019-C Approval Expires 12/31/2011.
 Form **D-51** (2-10-2008)

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.
 What is Person 1's name? Print name below:
 Last Name MI
 First Name

6. What is Person 1's sex? Mark ☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth?
 Please report babies as age 0 when the child is less than 1 year old.
 Print numbers in boxes.
 Age on April 1, 2010 Months Day Year of birth
 → NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.


8. Is Person 1 of Hispanic, Latino, or Spanish origin?
☐ No, not of Hispanic, Latino, or Spanish origin
☐ Yes, Mexican, Mexican Am., Chicano
☐ Yes, Puerto Rican
☐ Yes, Cuban
☐ Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

9. What is Person 1's race? Mark ☐ one or more boxes.
☐ White
☐ Black, African Am., or Negro
☐ American Indian or Alaska Native — Print race of enrolled or principal tribe.
☐ Asian Indian ☐ Japanese ☐ Native Hawaiian
☐ Chinese ☐ Korean ☐ Guamanian or Chamorro
☐ Filipino ☐ Vietnamese ☐ Samoan
☐ Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
☐ Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
☐ Some other race — Print race.

10. Does Person 1 sometimes live or stay somewhere else?
☐ No ☐ Yes — Mark ☐ all that apply.
☐ In college housing ☐ For child custody
☐ In the military ☐ In jail or prison
☐ At a seasonal or second residence ☐ In a nursing home
☐ For another reason ☐

→ If more people were counted in Question 1, continue with Person 2.

**“Article 1, Section 2
 of the U.S. Constitution
 requires the government
 to count the number of
 people in the country
 every 10 years.”**

 Visit www.2010census.gov
 today to learn more about the census!